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politics with a friend; but *congress, senators, representatives, republican, national, navy, army, legal, local*—all were lost for him, so that he had a poor time telling how he thought the country should be run.

But loss of words was not his only difficulty. He discovered that the Roman numerals on the face of his watch had disappeared. He wanted to figure out the interest on some notes; but when he looked for his calendar it was gone, and though he tried his best, he could not recall the name of a single month, or the number of days in it. He decided then that it was quitting time and that he needed a rest at home after

a day so unusually strenuous. On the way he bought a newspaper, only to find that it was practically impossible to read it, for blank spaces met his eye wherever capital letters should have been.

When he reached home he was so *completely exhausted*—he could not say so in these terms, but said that he was all at sixes and sevens—that he decided to call in a *doctor*. He could not recollect the word. While he was trying to, a friend rushed in with the news that *prohibition* (and *temperance*, if he liked) was no more. This news was so startling in more ways than one that he awoke, and behold, it was a dream.—G. A. H.

NORTH CAROLINA SCHOOL NOTES

Figures available at the state department of education in Raleigh show that there are now enrolled in the high schools of North Carolina approximately 25,000 pupils. Of these about 3,000 will be graduated in the spring of 1921. This is an increase of nearly 400% in the number of graduates from high schools in North Carolina in five years.

Superintendent F. W. Eason, of Camden County, reports the recent consolidation of three one-teacher schools. The new \$30,000 high school building at Old Trap will be ready for use this month.

Miss Mabel Evans, superintendent of the Dare County schools, reports the organization of Parent-Teacher associations in most of the two or three-teacher school districts. Every school in the county was able to open by the middle of October in spite of the difficulty of finding teachers. The Manteo High School has three full-time teachers.

Superintendent McBryde, of Cumberland County, reports two recent consolidations, one in Gray's Creek Township, and the other in Black River Township. In the former five schools with eight teachers were consolidated into one school, and the community expects to vote \$25,000 for the erection of a ten room building, equipped in all respects for a modern elementary and high school. In both the townships pupils are successfully transported.

Superintendent C. M. Dickson, of Ashe County, is making plans for a county-wide commencement next spring. Interest in consolidation is also gaining there.

Superintendent T. T. Murphy, of Pender County, reports that the school committee in one of the proposed consolidated districts of that county is planning to visit Wilson County for the purpose of studying consolidation.

Superintendent Wooten, of Columbus County, is holding county-wide teachers' meetings monthly and the teachers are this year giving especial attention to rural school sanitation. Group meetings are also held for reading circle work. Attendance in the Columbus County schools has been exceptionally good.

Superintendent W. F. Walters, of Tyrrell County, reports five new school buildings, one of which is an eight-room brick building.

Mrs. Virginia Kennedy, Rural Supervisor of Beaufort County, writes that the number of second-grade teachers has been reduced from 42 to 11. This improvement is reported due to the county summer schools. Beaufort is working on a consolidation of three school districts.

Assistant County Superintendent Catlett reports a survey of all the city and rural schools of New Hanover County. The survey is being made under the direction of Dr. Shelton Phelps, of the George Peabody College for Teachers. This county had 100% membership in the North Carolina Teachers Assembly. Wilmington is erecting a high school building at a cost of a half million dollars.

Superintendent A. M. Proctor, of Wayne County, writes that twelve of the rural schools are doing high school work. Four of these have four-year courses. Consolidation is moving forward rapidly. Six one-teacher schools were abolished last year and elections pending or already carried will consolidate at least seven more this year. Seven motor trucks are in use. Miss Lillian Crisp, of Falkland, has been employed as full-time supervisor.

Superintendent Beam, of Person County, writes that the new Bethel Hill High School is nearing completion.

The building will cost \$50,000. Plans are being made for a dormitory to accommodate some of the students.

Superintendent M. C. Terrell, of Alamance County, arranged for a special Pullman for the Alamance County teachers who attended the State Teachers' Assembly in Asheville. There were thirty-five teachers in the party. In Asheville they occupied the car, which was heated, lighted, and furnished with porter service.

Carl W. Seiler, of Mount Pleasant, was declared the winner in the high school declamation contest held at Trinity College on November 26th, and participated in by representatives from various high schools in the State. His declamation was entitled "The Confederate Dead." Giles O. Nicholson, of Burlington, with the declamation "America's Problems" was awarded second place. The appearance of Miss Margaret Bullitt, of Chapel Hill, in the finals, marks the first time that a girl has participated in the elimination contest in the ten years that the contest has been held. She made a good impression with her declamation entitled "Norman and Saxon."

TO TEACHERS OF MATHEMATICS

THE annual meeting of the Association of Teachers of Secondary Mathematics will be held in Greensboro at the North Carolina College for Women on the fourth and fifth of February. Dr. J. W. Young, Chairman of the National Committee on Mathematical Requirements, will be the chief speaker. Teachers who have kept up with the work of this committee know the importance of its work and the necessity for a rearrangement of the work in mathematics in the schools. It is the purpose of this meeting to discuss such rearrangements with the view to their adoption in our secondary schools and at the same time to discuss the necessary changes in Freshman entrance conditions for the colleges.

Women teachers will be provided with board in the college dining room, and rooms can be obtained by writing Miss King before February first. The college cannot furnish rooms in the dormitories but can find them in the immediate vicinity. Teachers will be expected to pay for the use of rooms. Board in the dining room, however, will be free. Men are expected to make their own arrangements for board and lodging.

The program of the meeting will be sent to teachers early in January.—A. W. H.

THE "SOCIALIZED" RECITATION IN HIGH SCHOOL HISTORY

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slower ones as inactive as before. My mind registered no serious protest against this fact at first. I recognized that born leaders must lead in any group, and I humbly acknowledged to myself that they were doing only what I had done these many weeks. Oligarchy may be a step toward democracy. It was something gained for the class that five or six students together shared the privilege which one teacher had monopolized so long. This problem, too, was postponed for later solution.

That the close of the hour came too quickly for the students was quite evident. There was no doubt in my mind that they had enjoyed the recitation, not merely because of the change and novelty of it, but because it had been their own work. Incomplete and disorganized as the development of the lesson had been in this system, it seemed worthy of further trial. The students had certainly done much more than the usual amount of thinking on the events which had been discussed, and had lived through these events with a more thorough comprehension of their reality.

In making the assignment for the next lesson I sought to secure some law and order for the students' discussion of it. I gave the assignment in the usual form—a topical outline of the important aspects of the subject, two or three "thought questions" requiring a survey of the whole, and a list of definite page-references to the text and library books from which they were getting their information. In addition to this general assignment to the whole class, I assigned each main topic in the outline to an individual student and explained to him that he would be responsible for leading the discussion of his part of the lesson. I suggested three methods of procedure in leading the discussion: he, himself, might give a full explanation of the topic and then ask other members of the class to criticize his explanation; he might state the facts in the case and then ask "thought questions," prepared by himself on these facts, and call on other members of the class to answer them; or, he might develop the subject entirely by means of questions put to the others. In whatever method he chose he would be responsible for securing from the others full criticism of his own statements, or adequate answers to the questions he had asked. Before closing the conference on his topic he must give the other members of the class an opportunity to ask him questions, either for the purpose of correcting errors made, or for the purpose of bringing out important points which he